

Using Videos and Drama Techniques to Better Pronunciation

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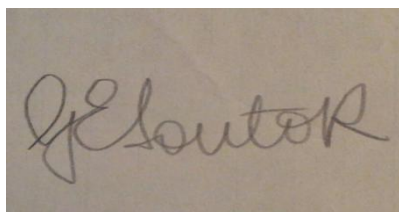
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Abstract

This research paper is about how pronunciation may be improved through the use of videos and drama. The researcher focuses on pronunciation by doing video activities in school and at home, later re-enacting scenes in class. Through this method we can determine if focusing on pronunciation would show improvement. The participants were 23 third grade students, aged between 8 and 9 years. They all attend the private school Colombo American School in Bogota, Colombia. Students were asked to watch a scene from a video and then perform this scene in the next class. Certain sounds were focused on, such as TH, S + consonant and CH. Students were recorded before and after implementation and their readings compared to see if there was improvement in their pronunciation. The analysis showed that all students should some improvement, however on different levels. The research was faced with some constraints including time and planning due to external factors.

Key Words: Pronunciation, Video and Drama

Resumen

El siguiente proyecto de investigación se basa en mejorar la pronunciación a través de la observación de vídeos y la recreación de escenas tomadas de los mismos. La investigadora se enfoca en pronunciación, haciendo actividades con videos en clase y casa, después actuando escenas en clase. Usando este método podríamos saber si enfocando en pronunciación demuestra mejoramiento. Los participantes fueron 23 estudiantes de tercer grado, con edades comprendidas entre los 8 y 9 años. Todos ellos alumnos del colegio Colombo Americano en Bogotá, Colombia. Los estudiantes vieron una escena de una película y recreó en el siguiente clase. El énfasis fue puesto en algunos sonidos, como las palabras que comienzan con TH,

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S + consonante y CH. Los estudiantes fueron grabados antes y después de la implementación y comparados para ver si hubo una mejoría en su pronunciación. El análisis mostró que todos los estudiantes mejoraron, sin embargo, no del mismo nivel. Hubo obstáculos durante el proceso por el tiempo y planeación causado por factores externas.

Palabras Claves: Pronunciación, videos y actuación.

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Chapter One

Introduction

A problem that we come across anywhere in the world with students learning English as a foreign or second language is their pronunciation. Through the researcher's short experience as a teacher in Colombia, she noticed many errors in students ranging from pre-school to adulthood. Even though there is the belief that the younger a person starts learning a language the better their accent will be, yet this is not always true for everybody. Children are believed to be like sponges, absorbing everything that is around them (Brown, 2007). During this period they are developing their speaking skills, skills that will remain with them for the rest of their lives. Up until puberty they have the ability to develop a distinctive accent to their first language, which allows them to have better pronunciation in the long term. It is believed that this ability is not possible to achieve once a child has hit puberty (Brown, 2007). There is also the belief that children are more successful at learning a language than adults (Birdsong & Molis, 2001) especially in phonetics and phonology (Flege, Yeni-Komshian, & Liu, 1999) and that childhood is an ideal time to acquire a native-like accuracy (Abu-Rabia & Kehat, 2004). Lenneberg (1967) also agrees with this idea stating that learners need to be exposed to a language within a neurologically – determined window in order to acquire a second language. This may not be the case for all students, as there have been examples of exceptions to this belief; however, it is important to take this information into account when thinking why pronunciation is a reoccurring problem. Teachers expect their students to practice and perfect their grammar and writing skills, however, this importance should also be seen towards pronunciation.

The researcher believes that phonics and pronunciation has been pushed aside in the classroom. From what she has seen, focusing on pronunciation is mainly dedicated to younger students and not older students. However, it can be a class of only 2 hours a week, which does not leave much time for one to focus on pronunciation, no longer giving it the same importance as before. Although students need more assistance to become comprehensible speakers, there is a limited time devoted to pronunciation (Munro & Derwing, 2006). This view is also supported by Atil and Bergil (2012) who claim that pronunciation is neglected in many language classrooms even though it is a fundamental part of one's ability to communicate. It has come to be regarded as of limited importance in a communicatively oriented curriculum. Elliot (1997) wrote that "teachers tend to view pronunciation as the least useful of the basic language skills and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of the language" (Elliot 1997, pg 95). This view states that pronunciation is not important, that there are other aspects of the language more important for a student to learn, which means that pronunciation in the classroom is being pushed aside and not being focused on by teachers, as previously stated by the researcher.

The teaching of English has been changing throughout the years with the idea of Global English arising. This idea of pushing aside pronunciation can also be seen within students of English as a second language. In the 20th century, native speakers promoted English around the world; however, having a native-like accent is no longer interesting for many students of English as a second language, being able to communicate with others who speak the language has become their priority. (Graddol, 2007). At present, English does not have an agreed international standard of pronunciation (Smith, 2011). Yet, there is speculation over a World Standard Spoken English (WSSE) which is believed to be based on American English (Crystal, 2003). It should be

taken into consideration that the majority of English spoken is between non-native speakers, a *Lingua Franca* (Smith, 2011). It is claimed that it is easier for students to decode language that is already in a foreign accent, however, this restricts them from a variety of key features that are present in native speakers English, such as schwa and vowel reduction (Adank, Hagoort, & Bekkering, 2010). Jenkins (2000, 2002) mentions something similar, stating that students should not adapt themselves to have a native speaker accent, but should adjust their speech to meet that of the audience, who the majority will be non-native. These comments show that the importance of having native like accent has been changing in recent years. It once used to be very important for English students; however, what many students now focus on is being able to communicate with each other.

Nevertheless, the researcher believes that students should focus on pronunciation and not only on being able to communicate. She believes that bettering pronunciation can help students feel more confident when to speaking to each other and to native speakers. This view is also agreed on by some students who have a desire to learn to sound like native speakers (Kang, 2009). Kang's research showed that students in an English as a second language course from the United States and New Zealand had the same language preference, they aimed to have a native-like accent. However, there is a threshold that needs to be met by students in order to achieve this or as close as possible. If this threshold is not met, students will have oral communication problems no matter how good they are at other skills (Celce-Murcia, Brinton, & Goodwin, 2010) This decision is not to be made by teachers, whether students wish to have a native like accent or just be able to communicate with each other (intelligibility): this is a decision that should be made by the student.

Having been a teacher to students of all ages, the researcher noticed that problems in pronunciation occurs across all ages and levels and rarely saw students who were able to acquire a native-like accent. This happens for a number of reasons including a teacher not stressing on pronunciation, or a teacher not having a native-like accent which could reflect on the students they are teaching. Other factors such as the frequency a language is being learned or whether it is their first language affecting their ability to speak in their second language also affects a student's pronunciation. How is the teacher teaching them to speak? What is the emphasis on pronunciation? The researcher noticed that in her school teachers did not focus on pronunciation in the classroom, possibly being a reason behind why students struggled with their pronunciation in later years. The researcher also realised that once students stepped outside of the classroom they would no longer practice their second language, for them it was easier to get back into their routine of speaking Spanish. Having seen this happen often, the researcher knew that it was important to find a way to motivate students to speak in English.

Learning spoken English in bilingual schools can also be examined on the basis of individual differences and type of bilingual program. The development of first language abilities, the nature of L 2 instruction — error correction, communicative teaching approaches, interactional opportunities with native speakers — and the type of L 2 inputs are important factors which can affect the rate and quality of ESL oral language development (Ramirez 1985, pg 54). According to many teachers at the Colombo American School, the ability of a student to pronounce words correctly is very important. The general view is that this allows them to communicate with each other, to feel more confident about their performance, which will then lead them to practicing more, which can lead to them improving in their oral skills. However, this is something that they do not have time to focus on.

How much a person practices English and how they practice it affects their pronunciation. In appendix 1, there is a questionnaire that the researcher gave her students in order to get an understanding of how much English students were exposed to outside the classroom. According to the results, what the researcher expected happened. The results of the questionnaire confirmed that students do not practice English when outside of the classroom. Even though at home they are surrounded by many resources that they can use to help them practice, they do not use them. Only a small percentage of students have parents who speak English, and even if their parents do speak English, they almost never take advantage of this. Children these days have become expert users of technology. There is the internet, the television, music and games, many things that can be used to help students, not only with their pronunciation but also with the other skills that make up the learning of a language. This is something that the students believe too. They also see that it is important for them to use these tools in order to see an improvement.

When beginning this project, the idea of focusing it on pronunciation was something that came to mind before anything else. It is a problem that is seen in many students learning a second language, and a topic that has little research. Pronunciation and phonics are an important part of language as it is part of speaking, reading, writing and listening (Strickland, 2005). We need to know the different sounds there are in the target language in order to be able to do well in each of these skills a reason why this project focused mainly on pronunciation.

Within less than a second a person can tell if you are a native or non-native speaker (Flege J. E., 1984). The idea behind this research project is to improve student's pronunciation when learning English as a second language, not only so that they can communicate with others, but also for them to feel more confident when speaking. There are sounds in the English language that do not exist in Spanish, for example th /ð/ and /θ/. During the researcher's experience as a

teacher she has seen many students make errors with words that include this sound, in many cases the digraph th being pronounced as a /t/. This sound as well as others such as the digraph sh /ʃ/ and the digraph ch /tʃ/ were focused on during this action research project.

Research Objectives

General objectives:

- To analyse and characterise third grade students' pronunciation through videos re-enacting videos seen at home.
- To identify the effects of videos and drama (re-enacting) on third grade students.
- To analyse the relationship between the students' performance and their confidence.

Research Question:

What are the possible effects of watching videos in English at home and re-enacting them in class on third grade students' pronunciation?

The thinking behind this question is to find a way of working with a student's pronunciation from home, which is something that is not being focused on at present within the school's curriculum. When students leave the classroom, they generally forget about English and continue the rest of the day speaking in Spanish, as mentioned previously. When they go home they watch television in Spanish, listen to music in Spanish and speak to their parents in Spanish. The majority of parents in today's society do not speak English. The researcher believes this to be a problem because if students are not exposed to the language outside of the classroom the chances of them achieving an understanding of the language are near impossible.

Therefore the researcher believes that it is important to start working from home; a teacher's work is limited within the classroom. Teachers have experience and strategies to teach English, yet if the language is not being practiced outside of the classroom, students can forget what they are learning. This is why this research was based on doing an activity at home, in this case watching a video and working on it in school. Videos were chosen as they can be used as visual and listening tools and be adapted to meet the needs of the students. From the researcher's perspective, if students had at least one activity per week that students can complete at home and work on it in class, it can help better their pronunciation.

During the pre implementation stage students from third grade were recorded reading an extract from a book and their errors in pronunciation were noted down, in order to see what mistakes they were making. An analysis on their mistakes was done and then the implementation began. During the implementation stage students were shown a video between three to ten minutes long in class which was then analysed by students, in terms of what happened, new vocabulary and different sounds being used. They were also asked to view the same video at home, choose a scene from the video, listen to how the words were being pronounced and then practice it focusing on the new words. Students then chose if they would perform in groups or individually. This activity helped students focus on English outside of the classroom and practice on their communication skills. Students repeated this activity for a semester. At the end of the semester, students were recorded again reading the same passage. This recording was analysed and compared to the first one. From these recordings it was determined if there were any improvements in the pronunciation of the students. These videos were chosen because the visual aid is affective for students in third grade and also because increasing the listening activity is also

believed to help improve pronunciation. Sufficient auditory exposure before communicating increases the likelihood of achieving native-like pronunciation (Elliot, 1997).

Rationale / Justification

The researcher is able to speak both English and Spanish fluently, giving her the confidence to communicate with other people using her second language (Spanish). The ability to feel comfortable when speaking in your second language is important when wanting to communicate. It has been stated that native speakers can tell through phrases, one word or full sentences that a person is a non-native speaker (Derwing and Munro 2005, Pg 383). This may not be a comfortable fact for most second language learners. The researcher has been living in Colombia for six years, and feels that her pronunciation in Spanish is almost native-like, with a few slight errors. This allows her to feel able to talk to new people and feel safer in the country that she is living in. She wants this to happen to her students. Many of them have been learning English since they were four years old, yet are shy when it comes to talking because they do not feel confident enough to do it.

They leave all the learning to the teachers and continue living their lives in their native tongue. In the researcher's opinion it is important for students to continue practicing outside of the classroom even if they are not living in English as a Second Language (ESL) environment. One thing that we must look into and be conscious of is the fact that the English language can be confusing. There are many words that are spelt similar but they have a different pronunciation. For example creative and creature; these words have the same beginning to the word, but the

pronunciation is very different. If we look at the following poem, we can see that this problem occurs with a number of words in English:

THE CHAOS
Dearest creature in creation,
Study English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse, and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye, your dress will tear.
So shall I! Oh hear my prayer.
[Gerald Nolst Trenite \(1870-1946\)](#)

From this example, we can see that having similar spelling does not mean that pronunciation will be the same. This is why English can be a confusing language for us.

The researcher decided upon pronunciation due to her students. There is a family who has two children that attend the school. The researcher has been fortunate enough to have them both as students, and from this experience she noticed one thing that they have in common, which was their native-like accent. When the younger sibling became her student the researcher was amazed by his accent and confidence when speaking. This made her investigate more into what differences there were between him and his peers. She asked this student if he practiced English at home. His response was: *My father speaks to us in English every day. He makes us read at least one article in English when we get home and speak in English as much as we can.* This confirmed the researcher's opinion on the importance of practising at home. It is the researcher's strong belief that these children have the ability to speak better than other students because they are getting input from home as well as from school. When she heard what was going on in this

household, she felt that there was a need for her as a teacher to enforce this onto her other students.

From this information, she decided that it was important to find out just how students practice English when they are at home and how important pronunciation is for them once they leave the classroom. In some occasions they might be exposed to English, showing that the researcher is correct when stating that students forget about the language once out of the classroom. It also shows that many of the students agree with her opinion, that working at home would allow them to improve and that one of the methods for doing this is through television or videos.

This investigation will help in an English as a Foreign Language (EFL) classroom or an English as a Second Language (ESL) classroom, as it will give an insight into the ways we can improve in pronunciation. Speaking is an important skill which should be practiced. Teachers do not focus on pronunciation or know how to, this investigation will thus give all teachers the opportunity to have a strategy available to them that will enable them see an improvement in and out of the classroom. It will also be the start of other investigations. It will also help the teaching field become more conscious of the necessity to increase our knowledge on how to teach pronunciation.

Chapter Two

Theoretical framework

The previous chapter mentioned the importance of teaching students how to pronounce words. A reason behind this is the ability to communicate with others more efficiently. A way to do this is by practicing at home. As mentioned, many students these days do not practice English once they are out of the classroom.

The first chapter showed that one of the possible ways to work on pronunciation is through listening techniques, in this case through videos. Videos are not only visual aids, but they also have authentic English where students can learn from a variety of accents.

The constructs that will be part of this thesis are pronunciation / use of phonics, videos and dramatization (acting). First the importance of pronunciation when learning a second language will be examined by looking at the student's speaking skills and the confidence it brings to students. Next, the work videos can play on the ear and how important they are to the classroom of today will be analysed. Finally, dramatization and how this action can help improve not only a person's confidence, but also their pronunciation, will be looked at.

Pronunciation

According to Derwing and Munro (2005) and Joseph (1985) teachers do not have a guide for teaching pronunciation. They believed that there was no focus on pronunciation in the classroom. This topic is generally something that we have to do on our own, choose how we are going to teach it. Text books that are used by teachers have little or no information on how to teach pronunciation. Little research has been done on teaching pronunciation, and the little

research that has been done has not been published well enough for everyone to see or there is little reliance. Derwing and Munro (2005) have asked for more research to be done, which the researcher agrees with. How are we supposed to improve something if we do not have a chance to do trial and error to see if it is successful?

Within 30 milliseconds it is possible to tell that a person is a non-native speaker (Flege, 1984). This topic may not be important for everyone; however, it is important for those who find speaking a priority skill when learning another language. In a research done by Derwing and Munro (2003), 100 ESL students in Canada were asked what their preference in learning a language was. The majority of these students answered that speaking perfectly with a native like pronunciation would be a desirable goal.

Pronunciation has fallen over the last few years as teachers are not dedicating time to pronunciation as they spend more time on other skills (Elliot, 1997), or try to avoid pronunciation altogether (Atli & Bergil, 2012). They usually have courses in phonetics and some may even have more training if they specialise in speaking and phonetics. However, not all teachers will have this background. Teachers generally will have to use their intuition when teaching pronunciation. It is for this reason that more research needs to be done in order for teachers to have an understanding on how to teach this skill and the importance behind it.

Elliot (1997) suggested that if pronunciation is not taught properly from the beginning, it will always remain stable, the same, with no improvement. This is true in the sense that if a student does not have his/her mistakes corrected there is the possibility that these mistakes will continue occurring resulting in fossilisation. Elliot also mentioned that auditory exposure from an early start can lead to improvement in a person's pronunciation. Being exposed to different sounds before being able to communicate can lead to a native like pronunciation (Terrell, 1989,

1991). This shows that listening tools are essential in reaching goals in pronunciation, as they allow students to hear how words are supposed to be pronounced. Although an important point in learning native like pronunciation is through early learning, another factor according to Elliot, is wanting. He believes that the more a student wants to have a good pronunciation, the more they will be able to achieve this, especially if they are given formal instruction in how to improve.

As well as listening being a key factor in improvement, Joseph (1985) gave detailed examples of what can be done in a classroom. He believed that one of the first things that we should focus on is the similarities between the native language and the language being learned. This would help students practice and focus on what can be classed as the easier side to the language before focusing on more difficult sounds. However, this also depends on the age of the student. The younger the student the easier it is for them to learn (Brown 2010). It is said that the early childhood represents a time where optimal input and interaction with a second language can take place (Mack, 2003; Pallier, Bosch, & Sebastian-Galles, 1997; Hakuta, Bialystok, & Wiley, 31-37).

A suggestion by Joseph (1985) was the technique of drilling for five minutes at the beginning of every lesson. Every week a different sound would be chosen to work on. This sound would then be used using the drilling technique in order for students to be given the chance to perfect on their pronunciation. Finally, another technique was to read aloud. This would allow students to practice but also hear themselves. Hearing themselves gives them the chance to analyse what they are saying and how they are saying it. Joseph concluded that, “Pronunciation will need to be taught and evaluated more systematically than has been the case in recent years if this aspect of L2 acquisition is to be taken seriously by our students. One way to achieve this goal might be to conduct courses such as the ones described here. The results can be very gratifying

since the ability to focus on a single aspect of a language can bring significant progress within a relatively short period of time. (Joseph pg. 61)”

Atli and Bergil (2012) did a study where they instructed students in pronunciation to see if guidance would help them improve in certain words. They used a method of recording students’ pre and post implementation in order to analyse the results. The results showed that through guidance and giving instructions on pronunciation, students improved in the specific words given to them. However, some students showed an increase in the number of errors made by them. Yet, their overall conclusion stated that through guidance students can improve in their pronunciation.

If pronunciation is to be focused on by teachers, new and different techniques /strategies will need to be researched. Technology is being advanced every day, and every day there are more resources that can be used. These resources are available to us in schools and institutes, whereas there are other resources available to us at home.

Videos in Language Acquisition

For many years, teachers have been using tapes or compact discs as a listening tool. However, the 21st century classroom is changing going from a physical space to a more virtual environment (Brown, 2005), embracing new tools in order to teach a second language. .

A new tool being used in the teaching community is the video. Through videos students can visualize what is going on, see the emotions, the gestures, the colours and everything else that can be seen through videos, as well as use videos as a listening tool. Students who have input outside the classroom tend to have a higher output in the classroom (Chusanachoti, 2009). In order for students to achieve this improvement, videos, the radio, television and newspapers can

be a support for them. There are a number of resources available that can be taken advantage of when learning a second language. Using videos as a listening tool we can focus on certain dialogues in order for students to practice pronunciation. The internet is a good tool for videos, especially the website used for this project www.youtube.com. Over 60 million people in the United States use this tool on a monthly basis (Sherer & Shea, 2011). Sherer and Shea (2011) recommend youtube as a tool for teaching as it allows teachers to give up to date information where students can practice on different skills including pronunciation. Not only can it be used in the classroom but it is also easily accessed at home. Using videos to practice pronunciation allows students to see and hear real people talking, as if living in the country itself, providing teachers and learners with an effective means to make language acquisition viable (Tschirner, 2001).

McKinnon (2011) stated that films can be used as a tool for practising pronunciation. He stated that English is a stressed timed language, creating a beat when speaking. This can be seen in videos and be exploited by students. McKinnon (2011) has used films with long dialogues and a lot of emotion such as *The Family Man*, in order to teach his students about pronunciation.

Moobin (2007) stated that using videos in the classroom had its advantages. It allowed for students to be exposed to authentic English, a variety of accents that would not only help with pronunciation but also with their listening skills. It could also help increase one's knowledge of vocabulary and feel more motivated. Tömösváryová (2009) stated, "Video offers learners everything that cannot be found in the books. The teacher may also take an advantage of the fact that people like spending time in front of the television screen and learners apparently like doing activities involving audio-visual media" (p. 7). Working with videos can allow for an increase in the motivation for learning a new language. The teacher does not always have to choose the video

he/she wants the student to view. Students too can choose a video along as it is appropriate for the class. This will allow students to choose a video or topic that they are interested in, that they like and want to watch. This makes them more motivated when watching the video, which could lead to better results. Tömösváryová also stated that, “Video is an excellent tool that provides students with listening comprehension. With a carefully chosen video sequence the students learn to emulate situations that may appear in reality. And again, activities based on video sequences are more motivating than recorded listening exercises from the textbook” (p.17).

Videos, as mentioned previously, are a good tool to use for helping with pronunciation. However, working with videos alone may not be enough. In order to see more of an improvement with videos, something else needs to be added. For this reason I chose dramatization.

Dramatization

Asking students to view videos in order to perfect their pronunciation is one step. However, there are more things that are needed to be done in order to see an even bigger improvement in third grade students. Even though watching videos is a useful tool, something else needs to be done in order for them to practice. Re-enacting is a good way to have student’s practice their speaking. Watching the video and then re-enacting the video in small groups will allow students the chance to practice what they saw, along with pronunciation, intonation, syllable stress and the emotion behind the video. When students have to speak in their second language they can feel self-conscious or even embarrassed by what the fellow students may think about their pronunciation (Athimoolam, 2004). Drama can allow students to feel more comfortable as it helps lessen anxiety levels when it comes to speaking (Mansor & Zakaria, 2012) as they feel safer acting as someone else rather as themselves (Bengtsson, 2009). This view

has also been stated by Ho (2007), who claims that anxiety levels when speaking lowers when feeling comfortable, especially when working with their peers during drama activities.

Tömösváryová (2009) did a research project based on dramatization. For a semester, students were put into pairs. They had to choose a part of a video that they wished to re-enact in front of their peers, as well as record. Every week classes were dedicated to practising their role plays. At the end of the semester the pairs would record their role play and upload it onto YouTube. The class then looked at the videos and voted for the best one. This was an activity that motivated students, made them want to practice and participate. It was a different activity to what they had had before. This project allowed for students to practice their speaking in a different manner. Tömösváryová (2009) found that this activity had a number of benefits to it. She concluded that:

An improvement of students' pronunciation is self-evident as students are aware of different intonation and the typical English word and sentence stress. It is apparent that the rehearsals helped to build up team spirit, the students learned more about themselves. They practised to appear confident in front of their peers. (p. 61)

The use of a video for dramatisation assists learners not only with their vocabulary, grammar, exposure to real English phrases but mainly helped to improve their pronunciation and self-confidence. (p.61)

This shows that dramatization had an impact on the student's pronunciation. Practising their performance week by week allowed room for improvement.

Another author called Neelands (2002) also stated that it is important to have drama in education. The author states that drama can help build confidence allowing learners to use previous knowledge. This previous knowledge helps combine what they already know with what they are learning at that moment. More importantly, it is a way of making the students make and

do things themselves. According to the author, this is a very important part of education as it allows them to find their own way of learning.

Martin and Rainer (2005) also believe that drama is important and a way of life. Everyone at one point in their life need to re-enact something and a good place to start is at school. This study showed eight different methods of using drama in the classroom. These methods showed that drama builds confidence in students, and allows them to interact with each other, a point that is also brought up by Boyd and Rozendal (2004). These authors believe that drama is a way to express one self. This helps students, including ELL students to interact and be communicative verbally and non-verbally. Drama also plays a role in developing language skills, not only building confidence in the student, but also building team skills and a new way of learning. Not only does it help build confidence, but it also allows for students to collaborate with each other, forming a bond, becoming willing to help each other and help each other be successful (Filiz Erbay & Yildirim, 2010).

These authors show that drama can be an important part of education, not only in building confidence in students but also for learning language. It shows that drama is another way or strategy to get through to students which has been proven by the studies that they have each done.

In conclusion, we can see that if we put the previous activities together, there is the possibility that we can gradually see an improvement in student's pronunciation. It is important that these tools are used appropriately in order for this idea to work. Many past researchers have had success in the research that they did by using these tools, but in a different manner.

Chapter Three

Research Design

Time and patience was very important during implementation in order to get the results that were expected from the researcher. The project was carefully planned, taking into consideration the steps that had to be taken in order to make students feel comfortable and enjoy the process at the same time. What was more important was designing these steps to have enough time in order to see an improvement in pronunciation. The Action Plan (Appendix 2) shows how the project was planned and followed.

The Project

This project is aimed at bettering the pronunciation of students in third grade through the use of videos and acting.

Objectives:

- To analyse and characterize third grade students' pronunciation through re-enacting videos seen at home.
- To identify the effects of videos and drama (re-enacting) on third grade students.
- To analyse the relationship between the students' performance and their confidence.

Research Question:

What are the possible effects of watching videos in English at home and re-enacting them in class on third grade students' pronunciation?

Type of Study

The process followed in the action research project started with the teacher being the researcher who analysed and reflected upon the students and finding where they may be gaps. Action research allows teachers to find ways in improving their teaching strategies in their surroundings because they work, live and breathe the classroom (Burns, 2010). They are the people that can see the errors first hand and analyse what needs to be done in order for this error to be corrected. The teacher is to take action and intervene by trying to find a solution and gathering data during the process for it to be analysed with the aim of improving the situation.

Implementation was divided into three stages. Step one was to analyse students' pronunciation before implementation began. This was followed by the implementation process where students watched scenes from a video chosen by the researcher in class and at home. A section from this video was then memorised by the participants and re-enacted in the following class. The final stage was to analyse student's pronunciation once again and compare it to the previous analysis.

Institution

This study was carried out at the Colegio Colombo Americano (CAS) which is a private school, located in the north of Bogota; this school consists of over a thousand students, the majority of them having started in pre-school. In 2013 they will be celebrating their 20th anniversary. Before 2012, the school had two subjects in English, Language Arts and Science. Since January 2012, the school's aim has been to implement the Cambridge Project, which included maths as a new subject in English. Students are seeing more hours in English, in order to meet the school's aim of having a B1 level (CEF) when they graduate from the school. The

school also applies international exams from fourth grade to eleventh grade, including Flyers, KET, PET, and TOEFL. The school's timetable is from 8:00 am to 3:00 pm, Monday to Friday; however, classes are based on a six day cycle which rotates every week. Up until 2012 phonics was a separate subject. In 2013 it was decided to include phonics in Language Arts.

Participants' Profile

The participants consisted of 11 girls and 12 boys in third grade aged between seven and eight years. It is a mixed ability class, with all students having a different level in English and a different pace when working. The girls in this class generally work faster than the boys. They are girls who get straight to work, whereas the boys take longer in starting and finishing. On average, their level of English is A1 (CEF). The majority of students have been at the school since pre-kinder with only a few having started in more recent years.

The researcher is a 28 year old woman who is originally from London, England and has been a teacher in Colombia for over 5 years. During these five years she has had the opportunity to work with students ranging from 3 to 70 years. During her years as a teacher, the researcher began to notice errors in student's pronunciation.

Ethics

A consent letter (Appendix 3) was sent to the owner of the school, asking for permission to carry out the investigation. It was their decision if the project could be done on the school premises. If the owner did not agree with the project, then the research would have been discarded.

Given that the participants are under aged, there are some ethical aspects that had to be met with. Generally, a consent form has to be sent to the participants; however, in this case, a consent form was sent to parents asking them for permission to allow their children to participate in the project. The consent form (Appendix 4), stated the reasons and aims behind this research paper explaining that this process would not affect their school work. The use of audio recordings was mentioned stating that it would be transcribed by the researcher. They were guaranteed that their child's identity would be kept confidential by not using names but only student numbers.

Data Collection

In order to have a sufficient amount of data collection for the project three instruments were used. These instruments included a questionnaire, an academic log and an audio recording which was transcribed.

Questionnaire

A questionnaire is a device that allows the researcher to gather information on the student's opinion and how they felt about their progress. It is a useful tool to get the information needed if and when the answers are clear and coherent. The questionnaire (Appendix 5) was based on 5 short questions to see how the students felt about implementation and for them to reflect on their own progress. It was decided to have a majority of closed questions for the questionnaire because of the age of the students. Closed questions allowed for a more direct analysis because the answers are YES or NO answers, and less time consuming.

Academic Log

A log has the function of monitoring and capturing significant reflections and events in an on-going way. The Academic Log helped the researcher monitor the group and any improvement seen before implementation ended. More importantly, it helped achieve the second objective, analysing the relationship between performance and confidence. The log helped the researcher reflect on the method being used and analyse the on-going process and note where improvements needed to be made. The Academic Log (Appendix 6) is a log that was completed by the teacher.

Audio Recording Transcribed

An audio recording was used as it provides a complete account of verbal behaviour which helped with analysing pronunciation. This audio recording was transcribed by the researcher (Appendix 7). The recording involved students reading a page taken from the textbook that they were using in third grade, the reading was chosen based on the phonetic sounds that were being focused on. Participants were asked to read aloud whilst the researcher recorded them. The researcher listened to the recordings, using Appendix 7 and circled the words that were not pronounced correctly. From this recording, the researcher saw which words had errors and needed to be worked on. This recording was done before and after the implementation. The second recording was compared to the first and analysed to see if there had been any improvement in pronunciation. The audio recording was mentioned in the consent form (Appendix 4) explaining that their children would be recorded; however, their names would remain confidential. Parents were given the option to allow their child to be recorded or not.

Diagnosis

The pre stage consisted in consent forms and data collection. Both the school and parents had to give permission in order for the implementation to be carried out.

During the pre-stage, all students who were given permission by their parents to participate were recorded. Students were given a text to read (Appendix 7) from their Cornerstone textbook being used in third grade. Each student read the text aloud whilst the teacher recorded them. This recording, which was also done after implementation, was transcribed and analysed. This instrument was used to see the level of student's pronunciation before the implementation stage. It also showed the weak points of each student in English pronunciation. This text focused on the following sounds T /t/, th /ð/ and /θ/, ch /tʃ/ and sh /ʃ/.

Triangulation

Research should be reliable, valid and triangulated. Results must not be a one-off and instruments adaptable so that they can be used by other researchers and come to the same conclusion. This paper is reliable because it was not tampered with or with biased outcomes. The instruments used during implementation can be used by other researchers, and lead to similar results. This can be seen with the questionnaire having clear and coherent questions relating to the topic. Even though they were specifically designed for the Colegio Colombo Americano, the instruments have been designed in order for them to fit in with any institute. The audio recordings in similar researches can show if there were improvements or not and the questionnaire will show the reflection of the participants.

Triangulation can help research be more reliable by having more than one type of data analysis for the project. This helps compare and contrast the different instruments, making sure

that the results are reliable, true, and not biased. It allows reflections to be supported. In this research there are three instruments, three types of data collection that were part of the project. Having three instruments shows triangulation as there is more than one type of data to show the results. The results can be cross-checked to see if they are accurate and reliable. There is also Time Triangulation as the audio recording will take place pre, while and after implementation.

Validity is the extent to which data collection measures what it claims to measure. It is necessary for an instrument to be valid in order for the research to be accurate. This research contains construct-validity as the audio recording can show the result that is predicted by the question and objectives. In order for the project to be valid, there must be enough care behind each stage in order to show that the different stages were done correctly, not rushed and accurately. This research project is valid because it followed a rigorous research process.

CHAPTER 4

Instructional Design

This chapter will discuss the method that was used during the implementation stage. The instructional design must be clear, not only for the researcher, but also for other researchers / teachers who will want to use your method. Reigeluth states that instructional design helps and guides students in the classroom (1999).

Instructional design plays an important role in this project, because of the different stages that are part of implementation. Instruction, planning and implementation must be well designed in order for the students to be exposed to the design for an adequate amount of time.

When this project was given the go ahead, it was important to design something different, interesting and motivating for the students. Students' needs had to be considered here because of their age, level and personalities. The approach that was used was designed by the researcher.

Goals

The project has two goals in mind which are:

1. To have students pronouncing more accurately by the end of the implementation.
2. To have students build on their confidence when speaking.

Implementation had students practicing pronunciation through the use of videos and acting. The videos were used to hear the correct pronunciation of words as if living in the country (Tschirner, 2001). Acting was used for them to perform what they saw and listened to whilst analysing the pronunciation of the people they heard. Acting was also used build confidence when speaking, as many students learning a second language, are shy when it comes to speaking in front of others.

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Methodology

The project has three stages, diagnosis (chapter 3), while and post which were completed accurately in order for the research to be valid and reliable. All the stages can be seen in the Action Plan (Appendix 2)

While-Stage.

The while stage was a process that lasted four months. Starting from July, students were exposed to different videos which they later acted out. The pre stage included students being presented a new video where they concentrated on new vocabulary and pronunciation of the words. The vocabulary was worked on, discussing what each word means, how to use each word and how to pronounce it. The video was watched a minimum of three times in class.

For homework (while stage), students were asked to view the same video at home. Here they were able to watch the video as many times as they wished. Students at home had to decide which scene they wanted to re-enact in class. Then they would repeat the video as many times needed in order for them to memorise their scene in order to present it in class. They had a choice to wear costumes, use their hands to make gestures or just say what they memorised. It was important for students to feel comfortable with what they were saying, and without any aids. This process was repeated on a weekly basis. For 10 weeks, students were exposed to a new video, new vocabulary and new sounds. Throughout this process, the teacher wrote an academic log which recorded events that happened in the classroom, recording improvements or changes in student's attitude.

Post-Stage

Once students watched and performed the 10 videos, they answered a questionnaire. The students answered whether or not they liked the different activities. They answered whether or not they felt improvement in their pronunciation having undergone this process. Students were then asked to re-read the text they were given before the implementation process, and recorded again. Each student was recorded again, which was analysed as before. When this recording was analysed, it was compared to the first recording. Data was then taken to see if there had been any improvement in the participant's pronunciation since the beginning of the implementation.

Lesson Plan

The lesson plan (Appendix 8) shows the process students went through when being presented a new video clip. When students present their re-enactment they would stand in front of the class individually or in their groups, and present to the rest of the classroom.

Lesson pattern

Every lesson, students would have the same routine, except for the first class where only a video was shown. Starting from the second class student would:

- Re-enact the video clip seen in the previous class and at home.
- Be presented the new video clip (Appendix 9)
- Go through the pre, while and post procedure of the video.
- For homework, be given the task to prepare their re-enactment for the next class.

The students were asked and number of questions before and after watching the video. Before the video clip students will be asked:

1. Watch the video carefully.
2. Pay attention to each person's movements, actions, facial expressions, and think about what is going on.

Once students had watched the video they were asked:

1. What do you think is going on?
2. Do the characters look happy or sad?
3. How many people did you see in the clip?

Once students have watched the video clip for the second time, with sound and no picture, students will be asked:

1. What did you hear?
2. Where there any words that you did not understand?
3. What did the tone of the characters sound like?

After students watch the video complete with sound and picture, they were asked:

1. What happened?
2. Where were they?
3. What new words did you hear this time?
4. Did you understand everything?

Time Plan

The attached time plan shows the process of the project from the beginning to the end.

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Stage	Month	Date	Activity	Data Collection Instruments	Comments / Changes
Pre – Stage	June	5 th June	Consent forms were sent to parents. Parents will read and send back information on whether or not their children can participate in the project.		
		12 th – 15 th June	Participants will be asked to fill in a questionnaire based on their needs and wants in the classroom	Questionnaire	
		12 th – 15 th June	An analysis on the information collected from the questionnaires will be done.		
		12 th – 15 th June	Participants will be recorded reading a text from the book they are currently working in. This recording is to see how their pronunciation is before implementation.	Formal Recording	
		18 th – 22 nd June	Recordings will be transcribed and analysed. This is to see the problem areas for each student before implementation.	Transcription of each recording.	
	July	9 th – 13 th	The first video will be presented to the participants and will be analysed as a group. Homework set: View the video at home		

While – Stage			and practice a dialogue from it.		
		16th – 20th	The participants will perform their first dialogue from the video viewed in class and at home. They will then be presented their second video. Homework set: View the video at home and practice a dialogue from it.		
	July To November	July 9th – November 2nd	The process above will continue until the students have seen all 14 videos in class and performed them.		
Post – Stage	November	6th – 9th	Participants will be recorded for the second time reading the same text. This recording is to see how their pronunciation is after the implementation.	Formal Recording	
		12th – 23rd	Analysis on implementation and writing on results.		

It was expected to have research completed within 5 months, initiating with consent letters and finalising with the implementation. Students were expected to improve in their pronunciation and feel more confident when speaking in front of their peers. This routine was to be done a weekly basis; however, because of their age it was important to give students a break in order for them to still feel motivated.

Chapter Five

Collecting and Analysing Data

Collecting and analysing data was important in determining whether the implementation process had been successful.

Data was collected over a period of four months. The instruments used to collect data were audio recordings, teacher's academic log and a questionnaire. The audio recordings were collected at the beginning and at the end of implementation. Three teacher's academic logs were written, one at the beginning, one at the end and the final one after implementation. The final instrument was completed by the students after implementation had ended.

Unexpected outcomes arose from implementation. Introvert students were performing with confidence, whereas the more extrovert student did not participate as much, or found the experience a little more tedious. Other unexpected factors included students' attitudes, use of intonation and accents.

Grounded Theory

Grounded theory, a qualitative method in analysing data, was the process used for this research project. Grounded theory, which was developed by Glaser and Straus (1967) allows for a united and systematic form of analysing (Glaser & Strauss, 1967). It is derived from the idea / phenomenon being developed which meets the criteria of *fit, understanding, generality and control* (Corbin & Strauss, 1990). This method has been used in many projects since the 1960's. Grounded Theory has different stages where one builds from the research question through to the analysis, looking for sets of relationships which can propose concepts and sub-concepts. Data is generally

systematically gathered and analysed. After setting the research question data acquisition is needed. With data, codes are given to findings made during research. It begins with open coding, which is a process of selecting and naming categories. The next stage is axial coding where connections are made between categories / sub-categories and casual relationships between instruments.

In order to collect data the researcher started by recording all participants before implementation had begun. Participants were then recorded reading the same text at the end of implementation. Each participant was given a number code, which was used when comparing both recordings.

In order to analyse these recordings, open coding was used with a system of colours. The first step in analysing the recordings was listening to each one and circling the words pronounced incorrectly. The second step was to transfer these circled words onto Microsoft Word, highlighting each mispronounced word with a specific colour, yellow for Th, red for S + consonant and green for Ch as shown below:

Student No. CAS 001 Date: JUNE 15TH , 2012

Instructions: Read the following text. Speak clearly into the tape recorder.

Some living things can change as they grow. A frog goes through different steps. A butterfly goes through different steps, too.

A tadpole lives in the water. It starts to grow legs. The tadpole's legs grow and grow. When the tadpole's legs get big, it can move onto land.

Now the tadpole is a frog. The frog can hop on land. It can swim in the water, too.

An egg hatches. A tiny caterpillar crawls out. The caterpillar starts to eat right away. It munches on plants.

Soon, the caterpillar builds a chrysalis around itself. The chrysalis sticks to a tree branch. It hangs there and does not move. But changes happen inside.

The butterfly breaks out of the chrysalis. It spreads its wings. It is ready to fly.

Coding was done using Microsoft Word's **text highlight colour** to highlight words that were pronounced incorrectly. When analysing the second recordings, these words were then un-highlighted if pronounced correctly.

The next stage was to analyse the teacher's log. The log was also analysed using open coding with colours. The log was divided into two colours, yellow to highlight information related to pronunciation or speaking and green to highlight words related to the performance of students.

Was there any improvement in the students' performance? Students showed **improvement in their speaking**. Even though there was difficulty with some words, students **spoke clearly** and showed an **improvement in pronunciation**. Students were **confident** in what they were saying and seemed to be **enjoying performing** in front of their classmates.

This process also used Microsoft word's **text highlight colour** as the document was written directly onto this programme.

The final stage was to analyse the questionnaires that were completed by students after implementation. In order to keep in line with the teacher's log, the questionnaire used the same colour coding system, yellow for pronunciation and language, green for words related to attitudes and experiences (appendix 10)

Student No. ____ CAS001 ____ Date: October 30th, 2012

1. Did you like the activity done in Phonics class?
 - a. YES ____X____
 - b. NO _____ Why? ____ *because it was very fun (green)*
2. Do you think that this activity helped you with your pronunciation?
 - a. YES ____X____ How? *Because our pronunciation is going to be good (yellow)*
 - b. NO _____

Students were each given a questionnaire to complete using the same number code given to them for audio recording. They were handed to the researcher in code order and filed away in a folder to be analysed. The first step in the analysis was circling words related to pronunciation and attitudes. It was then decided to use the same colour coding system used for teachers' logs.

Categories

After revising the instruments and analysing the data collected, two categories were formed. The first category is related to the research question and the first general objective. This category is divided into two sub categories shown below in the table. The second category is related to the second general objective.

Research Question and General Objectives	Categories
<p>What are the possible effects of watching videos in English at home and re-enacting them in class on third grade students' pronunciation?</p> <p>To analyse and characterize third grade students' pronunciation through re-enacting videos seen at home.</p>	<p>Students improvement in language</p> <ul style="list-style-type: none"> • Student's improvement in pronunciation through the use of videos and acting. • Students focus on other aspects of language through imitation.
<p>To identify the effects of videos and drama (re-enacting) on third grade students.</p> <p>To analyse the relationship between the students' performance and their confidence</p>	<p>Re-enacting videos helped build confidence and a better attitude in students.</p>

The above categories arose from the process of analysing instruments' according the questions posed by the project, which aims at identifying the effects of watching videos in English at home and re-enacting them in class. These categories show that these videos not only better

pronunciation in students, but that they also increased confidence, use of intonation, tone and accents' when performing.

The first category, *Language*, relates to the language that students produced during implementation. This includes improvement in students' pronunciation as well as their ability to imitate the characters that they saw in the videos.

The second category, *Students attitudes during implementation*, relates to the way students attitude and confidence changed for the better throughout implementation due to acting in front of their classmates.

After further development and analysis through selective coding, it was decided to have one category with three sub-categories as shown in the table below:

Research Question and General Objectives	Categories
<p>What are the possible effects of watching videos in English at home and re-enacting them in class on third grade students' pronunciation?</p> <p>To analyse and characterize third grade students' pronunciation through re-enacting videos seen at home.</p> <p>To identify the effects of videos and drama (re-enacting) on third grade students.</p> <p>To analyse the relationship between the students' performance and their confidence</p>	<p>Students improvement in language</p> <p>Student's improvement in pronunciation through the use of videos and acting.</p> <p>Students focus on other aspects of language through imitation.</p> <p>Re-enacting videos helped build confidence and a better attitude in students.</p> <p>.</p>

Here two categories have become one, however based on the same ideas mentioned above.

Students' Improvement in Language

From the beginning it was expected that pronunciation would improve through the use of videos and acting, which was the case for many students. However, it was not expected that students would listen carefully to what they were watching in English and imitate these videos. It is for this reason that Language became a category. This category relates to all language that was produced by students before, during and after implementation. This category has two sub-categories: Pronunciation and Linguistics which will be explained below. An explanation of each sub-category will be presented as well as evidence to show why.

Students' improvement in pronunciation through the use of videos and acting.

The first sub-category, which relates to the research question, came about by using two instruments, the audio recording and the teacher's journal.

The audio recording pinpointed the problems students had with pronunciation at the beginning of the implementation and at the end of implementation. At the beginning of implementation, the majority of students showed that they had difficulty with the sounds provided to them in the reading. Only two students showed that they had no problem with pronouncing the words in the reading provided to them.

As mentioned previously, the open coding method was used to classify the errors of the students. The image below illustrates two examples an audio pre and post implementation. The first example shows students who improved in their pronunciation. The second example is of a student who improved in certain sounds, but not all.

Student 1:

Audio Recording

Student No. CAS 001 Date: JUNE 15TH, 2012

Instructions: Read the following text. Speak clearly into the tape recorder.

Some living things can change as they grow. A frog goes through
(tru)

different steps. A butterfly goes through different steps, too.
(esteps) (tru) (esteps)

A tadpole lives in the water. It starts to grow legs. The tadpole's legs grow
and grow. When the tadpole's legs get big, it can move onto land.

Now the tadpole is a frog. The frog can hop on land. It can swim in the
water, too.

An egg hatches. A tiny caterpillar crawls out. The caterpillar starts to eat
right away. It munches on plants.

Soon, the caterpillar builds a chrysalis around itself. The chrysalis
(chiralis) (da) (chiralis)

sticks to a tree branch. It hangs there and does not move. But changes
happen inside.

The butterfly breaks out of the chrysalis. It spreads its wings. It is
(chiralis)
ready to fly.

Student No. CAS 001 Date: October 30th, 2012

Instructions: Read the following text. Speak clearly into the tape recorder.

Some living things can change as they grow. A frog goes through
different steps. A butterfly goes through different steps, too.

A tadpole lives in the water. It starts to grow legs. The tadpole's
legs grow and grow. When the tadpole's legs get big, it can move
onto land.

Now the tadpole is a frog. The frog can hop on land. It can swim in
the water, too.

An egg hatches. A tiny caterpillar crawls out. The caterpillar starts
to eat right away. It munches on plants.

Soon, the caterpillar builds a chrysalis around itself. The chrysalis
sticks to a tree branch. It hangs there and does not move. But
changes happen inside.

The butterfly breaks out of the chrysalis. It spreads its wings. It is
ready to fly.

Student 2:

Audio Recording

Student No. CAS 012 Date: JUNE 15TH, 2012

Instructions: Read the following text. Speak clearly into the tape recorder.

Some living things can change as they grow. A frog goes through different
(tru)

steps. A butterfly goes through different steps, too.
(tru)

A tadpole lives in the water. It starts to grow legs. The tadpole's legs grow
and grow. When the tadpole's legs get big, it can move onto land.

Now the tadpole is a frog. The frog can hop on land. It can swim in the
water, too.

An egg hatches. A tiny caterpillar crawls out. The caterpillar starts to eat
right away. It munches on plants.

Soon, the caterpillar builds a chrysalis around itself. The chrysalis sticks to a
(chiralis) (chiralis) (estiks)

tree branch. It hangs there and does not move. But changes happen inside.
(canges)

The butterfly breaks out of the chrysalis. It spreads its wings. It is ready to
(chiralis)
fly.

Audio Recording

Student No. CAS 012 Date: October 30th, 2012

Instructions: Read the following text. Speak clearly into the tape recorder.

Some living things can change as they grow. A frog goes through different
steps. A butterfly goes through different steps, too.

A tadpole lives in the water. It starts to grow legs. The tadpole's legs grow
and grow. When the tadpole's legs get big, it can move onto land.

Now the tadpole is a frog. The frog can hop on land. It can swim in the
water, too.

An egg hatches. A tiny caterpillar crawls out. The caterpillar starts to eat
right away. It munches on plants.

Soon, the caterpillar builds a chrysalis around itself. The chrysalis sticks to a
(chiralis) (chiralis)

tree branch. It hangs there and does not move. But changes happen inside.

The butterfly breaks out of the chrysalis. It spreads its wings. It is ready to
(chiralis)

fly.

These examples show that students at the beginning of implementation had a varied level in pronunciation. Some had fewer problems than others. However, both examples show that there was improvement in their pronunciation after completing implementation. Evidence of participants' improvement in pronunciation was also recorded in the second instalment of the teacher's journal as shown below (now underlined).

Was there any improvement in the students' pronunciation? What sounds were improved? Student's pronunciation has improved as they sounded clear in what they were saying. Sounds such as s+ consonant and th show improvement.

This shows that improvement was present from an early stage. This improvement was also confirmed at the end of implementation as seen in the following extract from the third and final academic log.

Was there any improvement in the students' performance? Students showed improvement in their speaking. Even though there was difficulty with some words, students spoke clearly and showed an improvement in pronunciation.

This extract from the final instalment of the academic log shows that pronunciation continued to improve during implementation and it was seen in the final performance of the students.

This can also be seen from the responses made by students when answering the first two questions of the final instrument, the questionnaire. Below are examples of how students felt that their pronunciation has improved once implementation was over (appendix 11 and 12)

Student No._CAS014_____ Date: October 30th, 2012

1. Did you like the activity done in Phonics class?
 - a. YES ____X____
 - b. NO _____ Why? *Yes because it help with my pronunciation (yellow)*
2. Do you think that this activity helped you with your pronunciation?
 - c. YES ____X____ How? *Yes because we pronunciation (yellow)*
 - d. NO _____

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Student No. _CAS016_____ Date: October 30th, 2012

1. Did you like the activity done in Phonics class?

a. YES ____X____

b. NO _____ Why? *Yes because i learn pronunciation (yellow)*

As previously mentioned, Brown (2010) said that the younger the learner, the easier it is to learn. The analysis so far shows that this is possibly true, as all of these young learners showed some improvement after implementation. All students showed improvement in at least one sound, whereas others showed improvement in all. In his article, Elliot (1997) stated that if pronunciation is not taught properly it will remain the same. These results show that students did improve in their pronunciation, showing that the activity was taught properly, according to what Elliot (1997) believes. Improvement can also be as a result of the listening tool that was being used (videos). Videos allow for authentic English and students can focus on certain dialogues in order to practice pronunciation. Videos allowed students to be able to work from home, focusing on the activity at hand as well as have more time to practice for their performance. Students had to memorise the scene that they presented in class resulting in them practicing on their performance and pronunciation, allowing there to be improvements in pronunciation by the end of implementation.

Student's focus on other aspects of language through imitation.

The second sub-category arose from the second instrument, the teacher's journal. What was seen from this journal was unexpected. Pronunciation was expected to better, however, imitation was not. From the beginning, the majority of students had decided on using intonation, accent and different tones depending on the character they were portraying.

This was not something seen from the very first performance; however, it was something that arose gradually from the students. The following extract from the teacher's journal dated September 15th, 2012, shows how this idea was developing (underlined):

How was the performance of the students? Did they speak fluently? Had they practiced the video at home? The students who performed showed fluency in their re-enactment. They knew what to say and performed their parts with accents and different tones, depending on what they saw in the video.

The extract shows that students half way through implementation were already thinking about their performance and taking into consideration the way their characters acted in the videos. They thought about their voices and how they sounded and wanted to imitate them. The teacher's journal dated October 26th, 2012 also shows this developing idea:

How was the performance of the students? Did they speak fluently? Had they practiced the video at home? Student's performance was very good. Students who performed showed confidence in what they were saying. Individual performances had student's performing two characters and changing their voice to show the different characters. Students in groups would imitate their character to show who they were playing.

The extract shows that students continued to imitate the characters that they chose to re-enact, and found that imitating them helped them have a better performance.

Tömösváryová (2009) stated in her research, that after working with drama to teach English, she noticed that students became more aware of different intonation and sentence stress. Even though Tömösváryová's project is slightly different to this project, they both worked with drama, and both had similar outcomes, with students becoming aware of different aspects in language that was not pronunciation, the focus of this project.

Students were able to focus on other aspects of language because of the use of videos.

Videos is a visual aid which allows students to see gestures and emotions being used, which makes it easier for students to understand what is going on and also easier for them to imitate what they see. Being able to view these videos at home, also allowed students to focus not only on language but also on how the scenes were being performed by the characters.

Re-enacting videos helped build confidence and a better attitude in students.

The third subcategory arises from student's performance throughout the videos that they re-enacted. At the beginning, students showed that they were shy and did not feel comfortable acting in front of their classmates. The extract below from the first academic log dated July 18th, 2012, shows how students felt (underlined):

How was the performance of the students? Did they speak fluently? Had they practiced the video at home? Individual performances were very short. Some of the group performances were very good, however, some students did not have much to say, some were more dominant than others. The students spoke well; however, there was a lot of hesitation with some students. This was their first performance, and some students that they felt uncomfortable. Many of the students showed that they had practiced at home; however, some had their lines with them.

In the early days of implementation students showed that they had practiced; however, they still needed some kind of aid in order for them to perform. They would use paper with the words written on them as an aid or guide. Students also showed that they were shy, performing short scenes. However, this attitude towards their performance gradually changed as seen in the extract below (underlined):

Did the students perform in groups or individually? The majority of students

performed individually; however, there were three groups of threes. Students showed that they had practiced at home and had a lot more confidence in what they were doing, this time not having lines with them, but all was memorised.

An extract from the second academic log shows that students had gained confidence in their performance, no longer using aides but memorising their words. They also showed to feel more confident when performing, with more students now performing individually rather than in groups, as seen in the extract below (underlined):

Students seemed comfortable in their role of acting and spoke fluently.

Students were confident in what they were saying and seemed to be enjoying performing in front of their classmates.

The extract shows that students upon finalising implementation were building on their confidence and enjoying performing in front of their classmates.

This can also be seen when students filled in the questionnaire. They had enjoyed the activities presented to them as seen in the following example (Appendix 13)

Student No. __CAS015__ Date: October 30th, 2012

1. Did you like the activity done in Phonics class?

c. YES X

d. NO Why? *Yes it was nice and I learn (green)*

The majority of students agreed that they enjoyed the strategies being used in class, they felt that it was nice and motivating. Motivation can also be shown in the following extract (Appendix 14)

5. Did you like acting in class?

a. YES ☒ X ☐

b. NO ☐

c. Why? *Because I like to be in public (green)*

The extract shows that students felt motivated to perform in public because they liked the activities and the videos they were watching. McKinnon (2011) stated that using videos would help motivate students in learning another language. Tömösváryová (2009) stated that acting / drama would motivate students and make them want to participate. Motivation leads to confidence and in this case, the ability to perform in front of their peers. Tömösváryová (2009) stated that students would become more confident through drama, something that is also agreed by Boyd and Rozendal (2004). Students who participated in this project showed that with time they felt more confident when performing, no longer being shy and wanted to perform first. Their anxiety levels were lowered resulting in participants feeling comfortable with what they were doing and motivated because they were having fun during an activity being completed with friends.

Drama also allows students to pretend to be someone else, letting them feel comfortable whilst pretending to be a character. Working by themselves or in groups allows students to lower their anxiety when speaking, especially during drama activities (Ho, 2007). Finally, drama allowed students to practice and perform speaking in a different manner, through acting. Students are normally asked to do presentations, debates or reading aloud in order to practice their speaking; however, acting was used in order to give students a different experience, which in turn helped build their confidence.

In conclusion, we can see from the data analysed above that students improved in their pronunciation through using videos and re-enacting them. Students prepared themselves and made the effort to imitate the characters they had chosen. They were concerned with doing their best and trying to be as accurate as possible. Students also used this activity to better their performance in acting, by building their confidence during each performance. Their performances at the beginning were short, however, with each video, they increased the amount of time that they would perform and memorise their words. This confidence was also seen with students preferring to re-enact individually rather than work in groups and have their classmates help them with their performance.

Chapter 6

Conclusions

The researcher had stated that watching videos at home and re-enacting them in class would better a student's pronunciation. This could be achieved by dedicating time at home to work on pronunciation, resulting in positive results when speaking and building on confidence. The researcher believed that acting could be a tool with which students would build more confidence, not only with their language, but also with their attitude.

This project focused on bettering pronunciation through the use of videos and drama (acting) in class and at home. Based on the data analysis from the previous chapter, the researcher came to a number of conclusions. Firstly, pronunciation was improved as by the end of implementation, students were able to pronounce certain words correctly. All students managed to show improvement in at least one sound, mainly the TH sound, some students showed improvement in all sounds. What has been shown here is that in general, students improved their pronunciation which answers the question: *What are the possible effects of watching videos in English at home and re-enacting them in class on third grade students' pronunciation?* Even though some students showed more improvement than others, we can still conclude that watching videos and drama (acting) has an effect on a student's pronunciation, which was also seen in Tömösváryová's (2009) study. This project and Tömösváryová's project used drama to focus on speaking resulting in similar outcomes of confidence being built and pronunciation improved.

Pronunciation played an important part in this project. However, the researcher can also conclude that watching the videos and acting made students more aware of how to say things. Throughout implementation students not only acted out the scene they chose, but they would also do the voices and imitate the character that they chose. It shows that students paid attention to

other aspects of the scene, not only focusing on what they were seeing but how the characters were performing in the scenes. Students from the beginning understood that this strategy was to help their pronunciation, which is seen in the questionnaires that they filled out after implementation was over; however, they were not expected to concentrate on other aspects of the language. The researcher concluded that watching videos not only made students aware of their pronunciation and vocabulary, but also aware of intonation, tone and accent.

This research project also paid attention to acting and how this can contribute to their confidence. Acting and drama are believed to build a student's confidence, by allowing students to do things by themselves (Neelands, 2002). It is for this reason that the researcher believed that having acting as a tool would allow the student to not only focus on pronunciation, but also build confidence. This was seen through the teacher's log, where the teacher noticed changes in student's attitudes towards the roles they were playing. The log mentioned that students showed that they had practiced, they were no longer using lines to help them remember and towards the end, most students felt comfortable performing by themselves. Students also recognised that this was an activity that they enjoyed. When asked in the final questionnaire if they enjoyed the activity, many students agreed saying that they had fun, laughing with their peers and enjoying the performances. This showed that students took an interest in the activity and enjoyed participating. From these findings, the researcher concluded that using videos and acting helped students enjoy their time during implementation and build their confidence.

Overall, the researcher came to three conclusions; students' pronunciation was improved, attention was paid to other aspects of language and confidence was increased.

Limitations

Originally it was expected that twenty videos would be watched by the students; however, it was only possible to see ten videos. Time was very limited due to school activities and the homework schedule implemented by the school. The researcher had only 3 hours per cycle in order to carry out the implementation. Some of these hours also had to be used in order to comply with the school's curriculum of phonics as a subject. During the final semester, the school had many activities planned including sports day, first communion rehearsals and a kite flying afternoon, on which the researcher lost hours.

Another factor was the homework schedule that is implemented by the school. Part of the activity for this project was to have students view the video at home, which would count as homework. The school's homework policy means that primary school students are not allowed to have more than two pieces of homework on a daily basis. As a result to this, the researcher was unable to schedule enough time for students to practice at home as homework had already been assigned by other subjects. The researcher had to discuss changes with other teachers in order to have less time between videos. If this was not possible, the researcher would ask teachers to exchange classes, in order to show the video during another class. Scheduling limitations also arose due to school activities. Days were missed due to activities such as sport's day, kite day or English Day. These days meant that activities planned had to be pushed back.

The factor mentioned above also connects to students attitudes. Although they enjoyed watching videos and the activities surrounding them, if students were given too many videos close together they complained to the researcher. They would become uninterested in the activity and complained about having to do another video so close to the previous one. For this reason, the researcher decided to spread out the videos over a larger period of time in order to keep the

students interested in the activity. Once this decision was made, the researcher saw that students were enjoying the activity again, even asking when they were going to do the next one.

Students not being able to find the video link online became another limitation. Students complained that they could not find the link after copying the link from the board into their homework diaries. The researcher decided to print the link and paste it in each student's homework diary in order for them to all have the same link, with no errors. Even though a new strategy arose from this limitation, some students still continued saying that they could not find the video link or that they had no internet at home in order to practice their scene,. The researcher became aware that students did not do their homework.

The final limitation was spacing. From the beginning it was thought that the pre and post activity would be carried out in the audio visual room. This room contains a laptop, speakers, a projector and a large screen. Because of the materials this room has, it was decided by the researcher that it would be a good room to do the pre and post activity. However, two problems arose from this. First, the speakers connected to the laptop did not have very good sound. The speakers had to be raised and pointed in the direction of the students in order for them to be able to hear. They also had to position themselves close to the teacher, in order to be in reach of the sound coming out of the speakers. The second limitation with this room was the availability. During the beginning stages of implementation there was only one audio visual room in the school. This meant that on many occasions the researcher did not find the room available according to her schedule. As a result of these two limitations, the researcher decided to hold the pre and post activities in the classroom. Here the researcher would use her laptop, which provided a better sound, to show the video and it was always available.

The limitations seen during implementation were overcome through talking to other members of staff and changing rooms. It was necessary in order to be able to complete at least ten out of the twenty videos proposed at the beginning of the project.

Pedagogical Implications

As mentioned previously, the school takes part in international exams such as Flyers, Starters and Movers. These examinations grade the four skills of writing, reading, listening and speaking, skills which are worked on within the English Class. The British council is invited to the school and students are asked to do a speaking examination with them. However, this is where students at times become nervous and blocked. This research has shown that there is a successful way of working on pronunciation and confidence when it comes to speaking which can help students prepare for these exams; this method of using videos and acting can be implemented into the syllabus converting into a new tool within the classroom.

In terms of other bilingual institutions, this research paper invites other English teachers to create different ways and use different tools in order to change the traditional classroom and bring new tools which can motivate students of any age. It is scary to implement new strategies in a classroom, yet the research shows how with careful thinking and planning results can be successful.

Through this implementation, changes that need to be made have been noted such as the ones mentioned in limitations. This includes time restraints and the need to plan around the school's schedule. There should be better communication with parents and a different method to give students the video link. Taking these points into consideration will allow for future implementations to be more successful.

Future Research

Data analysis and conclusions made by the researcher showed that the project was a success. However, this project was focused on young learners all aged between 9 and 10. The class used for this project was made up of students at the same level who have been through the same academic process. In order to see if this project could work on all students, it would be necessary to implement this strategy on different levels and age groups. After testing this method on students of the same age group, it would be interesting to see if the same results would arise from students at university level. Students at university level trying to complete a proficiency class have different reasons for learning English, who are of different ages and have different priorities in their lives. These students begin English classes at an A1 Level (CEF), the same level as the participants to this project. Using this strategy on students of the same level but of a different age, would truly show if this method can be used with all students.

The researcher also believes that this project should be used on students in a language institute. Students who study at an institute are paying in order to learn the language, and in many cases learning English is a necessity for them. The majority of these students who work in different places have different backgrounds and time available for studying. Many of these students start off on an A1 Level (CEF), on a similar level as those who participated in this project, however, many will be older and with different backgrounds. Implementing this method with them will allow us to see if age does have an effect on students, or if this strategy can work with all students.

Finally, the researcher would like to see this strategy implemented on students of the same age but in different schools and level of English in order to truly see if it can be successful in a different environment.

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Appendix 1

Questionnaire based on the pronunciation of third grade students in the Colombo

American School.

Gloria Souto

Objective: What are the effects on the pronunciation of third grade students when made to watch English videos at home once a week for a semester?

1. How long have you been learning English for? _____

2. How would you rate your pronunciation in English?
 - a. Excellent
 - b. Very good
 - c. Good
 - d. Not so good
 - e. Bad

3. Do your parents speak English?
 - a. Yes
 - b. No

4. Apart from your classes in school, do you speak English anywhere else? Where?

5. How often do you watch television in English?
 - a. Always
 - b. Sometimes
 - c. Never

6. Do you listen to music in English?

a. Yes

b. No

7. Do you read in English outside of the classroom?

8. What problems do you have with your pronunciation? Are there specific words or sounds?

9. Do you think that if you practiced English outside of the classroom your pronunciation would improve? (explain your answer)

10. If you watched more television and films in English, do you think your pronunciation would improve?

11. What other things could you do outside of the classroom to improve your speaking?

Appendix 2
Research Timeline (Action Plan)

Activity/date	February	March	April	May	June	July	August	September	October	November
Initiation										
Preliminary Investigation										
Introduction										
Literature Review										
Action Plan Design										
Methodology										
Pedagogical Intervention Design										
Piloting										
Pre – stage										
1st recording and analysis										
Implementation										
2nd recording and analysis										
Results										
Reflection										
Sharing Results										

Appendix 3

Bogotá, D. C. 12 de marzo de 2012

Señora:
Claudia Melo
COLEGIO COLOMBO AMERICANO
Bogotá

Respetada Señora:

Actualmente estoy realizando una investigación con la Universidad de la Sabana. El título es "Video: Incrementando el uso de Inglés en la casa, enfocado en pronunciación". Este proyecto está dirigido a estudiantes de tercero. El proyecto se realizara durante las clases de Phonics en tercero D. Se enfocará en la pronunciación de los estudiantes en ciertos sonidos, trabajándolo en clase y en casa. El trabajo en casa es muy importante para estudiantes de inglés, ya que esto les dará la oportunidad de practicar más en otro ambiente. El proyecto ofrece otro método para fortalecer y enriquecer su segundo idioma.

El objetivo de este estudio es mejorar la pronunciación de los niños a través de prácticas en casa y producción en clase, individualmente o en grupos. En clase verán un video, analizando el vocabulario y pronunciación de las palabras. En casa, los estudiantes vuelven a ver el video y lo practican, memorizando una escena para actuar en clase. Este proceso se repite continuamente durante el segundo semestre escolar. Los estudiantes serán gravados al principio y al final de la implementación. Esta grabación será el instrumento para analizar si la pronunciación de los estudiantes ha mejorado durante el proyecto y serán transcritos y analizados por mí. Los estudiantes no tendrán su nombre en el proyecto, pero serán registrados por números. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi propuesta de investigación, que se llevará a cabo durante el segundo semestre escolar, del presente año.

Igualmente, a los participantes se les garantizará su completa confidencialidad para mantener su identidad en el anonimato, así como estricta prudencia con la información que se recolecte. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,
Gloria Eugenia Souto Ramirez
Docente de Math y Phonics
Primaria

Gloria Souto



Appendix 4
COLEGIO COLOMBO AMERICANO
"Trabajando Juntos por un Liderazgo Transformador"
COMUNICADO N° _____
 Bogotá, mayo _____ de 2012



Señores
PADRES DE FAMILIA
CURSO 3ºD
Ciudad

Apreciados Padres: Reciban un cordial saludo.

A partir de Junio, estaré realizando una investigación titulada "Video: Incrementando el uso de Ingles en la casa, enfocado en pronunciación", dirigido a los estudiantes de 3D en el Colegio Colombo Americano. La idea es mejorar y enriquecer la pronunciación de los estudiantes en inglés trabajándolo en clase y en la casa.

El objetivo de este estudio es analizar los cambios en pronunciación de los estudiantes viendo videos. En clase verán un video, analizando la pronunciación y vocabulario no conocido. En casa, los niños vuelven a ver el video y memorizan una escena para actuarlo en clase individualmente o en grupo. Esto se repite 14 veces durante el segundo semestre del año escolar. La idea es reforzar el trabajo con inglés de los niños en casa, mientras se fortalece la pronunciación. Esta investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración como padres de familia de los participantes para aplicar mi propuesta de investigación, que se realizará durante el segundo semestre escolar. Esto implica recolectar datos y analizar los resultados. Para analizar los resultados de pronunciación en los niños, habrá dos instantes donde se grabará a los estudiantes leyendo un texto. Esto se realizara antes de iniciar el proyecto, y al finalizar. Estas grabaciones solo se usarán para analizar la pronunciación de cada estudiante. Al finalizar el proyecto, si desean que los grabaciones sean borradas o destruidas no duden en avisar. Las grabaciones serán transcritas por mí, enfocando en ciertos sonidos de la pronunciación de los niños. Este instrumento mostrará si la pronunciación de los niños en inglés ha mejorado durante la implementación del proyecto. Los estudiantes se registrarán con números, nombres propios no se usarán en ningún instante durante o después del proyecto.

Igualmente, a los participantes se les garantizará total confidencialidad para mantener su identidad en el anonimato, así como total prudencia con la información que se recolecte. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Gloria Souto Ramírez

Docente de Math y Phonics

 DESPRENDIBLE – COMUNICADO No. _____ Bogotá, mayo _____ de 2012

Nosotros _____ y _____ padres de
 _____ del curso _____, recibimos el comunicado No. _____ de mayo
 _____ de 2012.

Autorizamos a nuestro hijo (a) para participar en el proyecto Video: Incrementando el uso de Ingles en la casa, enfocando en pronunciación y ser grabado durante dos instantes para el análisis.

☐ SI

☐ NO

Firma del Padre _____ Firma de la Madre _____

Gloria Souto

Appendix 5
Questionnaire
Action Research Project
Third Grade Students at the Colombo American School
Research Question: What are the possible effects of watching videos in English at home and re-enacting them in class on third grade students' pronunciation?

Student No. _____ **Date:** _____

3. Did you like the activity done in Phonics class?

e. YES _____

f. NO _____ Why? _____

4. Do you think that this activity helped you with your pronunciation?

e. YES _____ How? _____

f. NO _____

5. Did you like watching the videos at home?

a. YES _____

b. NO _____

6. What else did you do with the videos or how did you work with them?

7. Did you like acting in class?

d. YES _____

e. NO _____

f. Why? _____

THANK YOU FOR RESPONDING THIS QUESTIONNAIRE ☺

Appendix 6
Academic Log
Action Research Project
Gloria Souto

Research Question: What are the possible effects on third grade students' pronunciation with certain sounds when asked to watch videos in English at home and re-enacting them in class?

- **Date:** _____
- **What video was re-enacted by the students?**

- **How many students performed during this class?**

- **Did the students perform in groups or individually?**

- **How was the performance of the students? Did they speak fluently? Had they practiced the video at home?**

- **Was there any improvement in the students' pronunciation? What sounds were improved?**

Appendix 7
Audio Recording

Student No. _____ **Date:** _____

Instructions: Read the following text. Speak clearly into the tape recorder.

Some living things can change as they grow. A frog goes through different steps. A butterfly goes through different steps, too.

A tadpole lives in the water. It starts to grow legs. The tadpole's legs grow and grow. When the tadpole's legs get big, it can move onto land.

Now the tadpole is a frog. The frog can hop on land. It can swim in the water, too.

An egg hatches. A tiny caterpillar crawls out. The caterpillar starts to eat right away. It munches on plants.

Soon, the caterpillar builds a chrysalis around itself. The chrysalis sticks to a tree branch. It hangs there and does not move. But changes happen inside.

The butterfly breaks out of the chrysalis. It spreads its wings. It is ready to fly.

Appendix 8

Stage	Aim	Procedure Teacher and student activity	Time and interaction	Tutor's comments
<u>Warmer</u>	To lower the affective filter To build confidence	Students will be shown a name or a picture relating to the video clip. Students will shout out words, names, places associated with the picture that they see.	T-Ss 4'	
<u>Lead-in</u>	Motivate learners Engage learners	Teacher will play the video clip once, but in silence. Teacher after the video clip will ask questions to the students. Students respond to the questions.	S-Ss 7'	
<u>Concept Check</u>	Check understanding Work in pairs and group	Teacher will then play the video again, this time with no picture, only sound. Students will then answer some more questions. The video clip will be played for a third time, both picture and sound. Students will answer questions based on the content and vocabulary.	T-Ss 3' S-S 3' Ss-S 3' Ss-T 3'	
<u>Free practice</u>	Check for understanding of division Check for understanding of vocabulary	Students will watch the video for the final time, this time focusing on what each character is saying. They will discuss new words that they heard and how they are said. In pairs they will practice these new words, forming them into sentences.	Ss 3' Ss 7'	
<u>Error correction & Wrap up</u>	Peer feedback Ensure class ends clearly understanding	Students will decide if they wish to work individually, in pairs, or groups. Homework will be set for the students to watch the video clip at home and practice what they are going to present during the next class.	S-Ss 5'	

Appendix 9

1. Finding Nemo <http://www.youtube.com/watch?v=XYoUkGRFmR0&feature=related>
2. The Incredibles http://www.youtube.com/watch?v=8NWu_6jMXbg&feature=related
3. Shrek <http://www.youtube.com/watch?v=kOyV3lnQkw4>
4. James and the giant peach <http://www.youtube.com/watch?v=RYiVfNEKbUs>
5. Charlotte's web <http://www.youtube.com/watch?v=zS3qOr0zAJg>
6. Toy Story <http://www.youtube.com/watch?v=Z2vr0M7jhRk>
7. Rio <http://www.youtube.com/watch?v=y69ZHwXU-TQ>
8. Lion King <http://www.youtube.com/watch?v=L-uJCAWl7pw>
9. Night at the museum 2 <http://www.youtube.com/watch?v=EDI-sDCzGZY>
10. Wallace and Gromit <http://www.youtube.com/watch?v=CJDhmlMQT60>
11. Bridge to Terabithia <http://www.youtube.com/watch?v=qQmyoqyKJvw&feature=related> (10mins)
12. Bill and ted's excellent adventure <http://www.youtube.com/watch?v=ijgnsRqSo2k> (7mins)
13. Harry Potter <http://www.youtube.com/watch?v=GFcwZH0MpYE&feature=related>
14. Yellow Submarine http://www.youtube.com/watch?v=te_F5zUhVK8&feature=related (5mins)
15. Mad hot ballroom http://www.youtube.com/watch?v=F5wEb_3S2VM
16. Aladdin <http://www.youtube.com/watch?v=SPEvs8HdOFs>
17. Beauty and the beast <http://www.youtube.com/watch?v=w4WNIQgpUYA> (mins 6)
18. Babe pig in the city <http://www.youtube.com/watch?v=OrjKkQG1djs>
19. Tarzan <http://www.youtube.com/watch?v=5ip916-VHgo&feature=related>
20. Surfs up <http://www.youtube.com/watch?v=UOm4zxxEVsY>

Appendix 10

Student No. 000001 Date: October 30 2012

1. Did you like the activity done in Phonics class?

a. YES x

b. NO _____ Why? because it was very fun

Do you think that this activity helped you with your pronunciation?

a. YES x How? because now pronunciation is

b. NO _____ going to be good

Did you like watching the videos at home?

a. YES x

b. NO _____

What else did you do with the videos or how did you work with them?

Appendix 11

and re-enacting them in class on time given

Student No. 005014 Date: October 30th

1. Did you like the activity done in Phonics class?

a. YES ✓

b. NO _____ Why? because Help with my pronunciation

2. Do you think that this activity helped you with your pronunciation?

a. YES ✓ How? because we pronunciation

b. NO _____

3. Did you like watching the videos at home?

a. YES _____

b. NO ✓

4. What else did you do with the videos or how did you work with them?

we write in a paper

Appendix 12

Questionnaire
Action Research Project
Third Grade Students at the Colombo American School

Research Question: What are the possible effects of watching videos in English at home and re-enacting them in class on third grade students' pronunciation?

Student No. CAS 015 Date: October 30 - 12

1. Did you like the activity done in Phonics class?

a. YES ☒ _____

b. NO ☐ _____ Why? because I learn pronunciation

Do you think that this activity helped you with your pronunciation?

a. YES ☒ _____ How? because is very fast

b. NO ☐ _____

Did you like watching the videos at home?

a. YES ☒ _____

b. NO ☐ _____

Appendix 13

Questionnaire
Action Research Project
Third Grade Students at the Colombo American School

Research Question: What are the possible effects of watching videos in English at home and re-enacting them in class on third grade students' pronunciation?

Student No. CAS 015 Date: Oct - 30 - 2012

Did you like the activity done in Phonics class?

a. YES ☒ _____

b. NO ☐ _____ Why? It was nice And I learn more

Do you think that this activity helped you with your pronunciation?

a. YES ☒ _____ How? because I learn more

b. NO ☐ _____

Appendix 14

a. YES ☒ NO ☐ HOW? well

b. NO ☐

3. Did you like watching the videos at home?

a. YES ☒ NO ☐

4. What else did you do with the videos or how did you work with them?

I like but sometimes I don't understand.

5. Did you like acting in class?

a. YES ☒ NO ☐

c. Why? because I like to be in public.

THANK YOU FOR RESPONDING THIS QUESTIONNAIRE 😊